

IMPROVING THE EFFECTIVENESS OF THE POLK COUNTY
EDUCATION ASSOCIATION, 1961

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CHAPTER I

INTRODUCTION

The Polk County Unit of the Iowa State Education Association is a county education association organized in 1941. "The Polk County Unit of the Iowa State Education Association includes as its membership all Iowa State Education Association members employed in Polk County."¹ During the school year 1960-61, the membership comprised 625 of the 628 teachers in Polk County, or 99.5 per cent of the members of the educational staff of the schools under the jurisdiction of the Polk County Office of Education. The Polk County Unit of the Iowa State Education Association is affiliated with the National Education Association and the Iowa State Education Association.

The purposes of the Association were expressed in its Constitution, as follows:

The purpose of the Polk County Unit of the Iowa State Education Association shall be to provide a democratic and effective plan of functional organization of Iowa State Education Association members in Polk County.²

¹Polk County Unit of the Iowa State Education Association, Constitution (Des Moines, Iowa: Polk County Council, 1941). (Mimeographed.)

²Ibid.

As organizations grow in membership and become more firmly established it is well to re-examine and re-evaluate the purposes and functions of the organization for several reasons. Some of these reasons are as follows: to determine if the original purposes of the organization are being accomplished, to determine if perhaps the original purposes are no longer desirable, to examine the method of basic operation including representation of members, attendance, conduct of meetings, and to determine possible ways of improving and strengthening the organization.

I. THE PROBLEM

The purpose of this project was to (1) determine the present status of the Polk County Unit of the Iowa State Education Association by examining the successfulness of the building representatives in regard to their duties which include: (a) enrolling members of their faculty as members of the professional Association; (b) keeping their faculty members informed about professional Association activities, services, achievements, and developments, (c) representing their fellow-teachers' interests, needs, and wishes at professional Association meetings, and (d) encouraging participation in professional Association work among his fellow faculty members, (2) determine if the method of conducting regular monthly meetings of the Association are satisfactory to the members of the Association, (3) examine in detail the attendance of the members at monthly meetings of the

association, and (4) make recommendations for improving the effectiveness of the Polk County Unit of the Iowa State Education Association.

II. IMPORTANCE OF THE STUDY

The writer was elected treasurer of the Polk County Unit of the Iowa State Education Association in May, 1960, for a term of one year. This close affiliation with the Association enabled him to become well acquainted with the operation of the organization and he became aware of some problems and weaknesses of the Association. Secondly, the writer has been Vice-President of the Association for the year 1961-62 and has been elected President for the 1962-63 school year. A part of the job as an officer of the Association certainly would be to endeavor to strengthen the Association.

III. DEFINITIONS OF TERMS USED

In order to develop clarity throughout this study, the following terms were defined:

ISEA. ISEA is the abbreviation commonly in use to refer to the Iowa State Education Association.

Class I teachers. Class I teachers shall be those teachers surveyed that have had from one through five years experience in the Polk County School System.

Class II teachers. Class II teachers shall be those teachers surveyed that have had from six through ten years experience in the Polk County School System.

Class III teachers. Class III teachers shall be those teachers surveyed that have had eleven years or more experience in the Polk County School System.

(In all three classifications, experience in the Polk County School System means only that the individual(s) surveyed had been employed in the Polk County School System, placed in the designated class referred to above, and were classroom teachers during the school year 1960-61.)

Teacher(s). Any and all references to teachers in this study refer only to teachers employed in schools under the jurisdiction of the Polk County Office of Education.

IV. PROCEDURES

A survey of the literature in the field of professional organizations was made.

A closed form questionnaire was prepared and validated by being submitted to the Polk County Council, the governing body of the Polk County Unit of the Iowa State Education Association, for their opinions and suggestions. Revisions were made and the questionnaire was then sent to five teachers in each school district in Polk County under the jurisdiction of the Polk County Office of Education. In case there were

fewer than five members in the school district, all members in that district were sampled so as to include all school districts. A total of fifty-nine out of eighty questionnaires sent out were returned. A copy of the questionnaire can be found in the Appendix.

The information received from the survey was used to evaluate the present status of the Polk County Unit of the Iowa State Education Association. Using the information from the survey and from records and reports of the Association, a summary and recommendations were made for improving the Association.

V. REVIEW OF THE LITERATURE

There are few books available concerning the subject of county or local teacher organizations. The best sources of information proved to be the professional journals that were relevant to teachers' professional organizations and the publications, handbooks, and bulletins of the teachers' professional organizations, both state and national.

The growth and importance attached to teachers' professional organizations is easily understood in terms of the increased emphasis on education. The increased concern for education by the public has caused the teachers to re-evaluate their own positions and to seek to improve and strengthen their position as educators of the nation's youth. As the teachers looked for ways to improve their position in

all respects, they turned more toward their professional organizations.

Teachers in-service as well as students or interns can improve the quality of their work if they share actively in the life around them both as individuals and as members of their professional group.¹

Baskerville, discussing the importance of local membership, stated: "Actively supporting your professional groups is one of the soundest ways of assuring and insuring continued improvements for education and services for you."²

In a bulletin released in May, 1960, by the National Education Association a significant statement is made regarding the present membership in local associations. "Four out of five eligible persons belong to their local associations."³ In numbers and percentages, the local associations are doing well.

How many of these members attend local meetings regularly and take an active part in the work of the association? Booker has hinted at the problem of having many members but few active members, the necessity of keeping members informed, and the importance of a workable pattern of

¹Stephen Edward Epler, The Teacher, the School, and the Community (Washington: American Council on Education, 1941), p. 4.

²W. A. Baskerville, Jr., "Dues and Doughnuts," National Education Association Journal, XXXVII (November, 1957), 557.

³National Education Association, Local Associations-Organization, Practices, and Programs, 1958-59 (Washington: National Education Association, 1960), p. 8.

organization with a reasonable number of key leaders.¹

In order to hold members, gain in strength, and accomplish its purposes, an organization must be dynamic. The purpose of a professional teachers' organization should not be allowed to gravitate more toward a social outing than a professional meeting.

In an article entitled "How Strong Is Your Local Association," Kaus listed suggestions to strengthen and areas to check in regard to local associations. The article included suggestions on strengthening school board relations, improving instruction, membership, legislation, professional and economic security, public relations, teacher education and professional standards, and communications.²

In an effort to assist in the organization and evaluation of local and county teachers' associations, the Iowa State Education Association published numerous bulletins, pamphlets, and handbooks. The basic criteria for this study were taken from these materials.

A handbook for county education associations distributed by the Iowa State Education Association field service division is a basic guide for county education association

¹I. A. Booker, "Take Jethro's Advice," National Education Association Journal, XXXVII (October, 1958), 524.

²Paul Kaus, "How Strong Is Your Local Association," National Education Association Journal, XXXXVIII (December, 1960), 16-17.

officers. The purpose of the county association is the same on the county level as the purpose of the Iowa State Education Association on the state level. The county organizations should therefore promote the welfare of education in general, protect and advance the interests of members, foster professional zeal, advance educational standards, and establish and maintain helpful relationships with the school board, the public, and their parent organizations, the Iowa State Education Association, and the National Education Association.¹

The organization of the county association provides for a democratic organization. The structure generally is the same and consists of the following:

1. The County Education Association--All ISEA members in the county constitute the membership of this group. The association meets at least once each year for information regarding major professional activities and for a social function. It constitutes the supreme authority of ISEA on the county level. The county association elects its own officers (president, vice-president, secretary and treasurer) from active members of the association, and these officers also serve as officers of the County Council.
2. The County Council--The council consists of the elected representatives of all local school groups in the county, the officers of the county association, the county superintendent, the immediate past president, and the county delegates to the state delegate assembly. The council serves as a legislative body of the county association. The council meets at least four times a year to coordinate the program of the association and to decide county policy. It provides a two-way communication system between the state association offices and individual members in the county regarding the association program.

¹Iowa State Education Association, Handbook for County Education Associations (Des Moines, Iowa: Iowa State Education Association, 1949), p. 7.

3. The Executive Committee--In most county associations the executive committee consists of the association officers, the chairmen of the standing committees, the county superintendent, and the immediate past president. This group is responsible for the administration of policy and business transactions of the county association. It acts in matters of decision when a general or county council meeting is impractical. The Executive Committee is responsible for professional interests of the majority, including social functions. It coordinates the work of all county association committees or activities and arranges for reports to the county council.
4. County Council Committees--The action activities of the association are carried out by its committees appointed by the president. The number and kinds of committees in the organization of a county association depend upon local needs and circumstances. The appointment of standing committees and special committees, where deemed necessary, should be completed immediately after the election of officers in the spring. This will allow the committee chairmen to become acquainted with their responsibilities and to plan committee activities for the next year.¹

The essential operation of an effective county association requires four standing committees. These committees are the Membership, Professional Relations, Public Relations, and Publicity Committees.²

In addition to the standing committees there are special committees which may be organized temporarily for specific purposes, and may include nominating, salary, survey, and auditing committees.³

The role of the building representative is presented in detail in a handbook prepared by the National Education Association. The National Education Association recognized

¹Ibid., pp. 10-11.

²Ibid., pp. 11-12.

³Ibid., p. 12.

the building representative as the heart, voice, and backbone of the organized profession.

The duties of the building representatives are described in the handbook as follows:

(a) to enroll the members of his faculty as members of the professional association; (b) to keep his faculty members informed about professional association activities, services, achievements, and developments; (c) to represent his fellow-teachers' interests, needs, and wishes at professional association meetings; (d) to stimulate active participation in professional association work among his fellow faculty members.¹

Building representatives must know the facts and where to find them concerning their association. They serve without monetary compensation and may spend many hours doing work for the professional association. They must keep current on the activities and new developments in education and in teacher welfare. They must know their fellow teachers.

People are intensely interested in their own problems and in learning about solutions for their problems. If you hope to gain your listener's attention, your message must be directly related to your listener's major interest--himself.²

Background information of the teachers can be obtained from the principal and members of his staff, teachers, leaders in the local association, last year's building representatives, membership files of the local association, and the state association office. Building representatives

¹National Education Association, Handbook for Building Representatives (Washington: National Education Association, 1959), p. 11.

²Ibid., p. 35.

should also know which teachers are members of the association, which teachers have dropped their professional association memberships, who the beginning teachers are, which teachers have special classroom problems, teachers who are also parents and have a twofold interest in the services and values of strong professional associations, and if there are teachers on the faculty who believe themselves to be "Special Cases."¹

Building representatives must enlist the support of the principal in their (the representatives) building. With proper orientation, the principal may help supply background information on teachers, allow use of the facilities of the school for the professional association, and lend his over-all support to the program.²

VI. HISTORY OF THE POLK COUNTY UNIT OF THE IOWA STATE EDUCATION ASSOCIATION

The history of the Polk County Unit of the Iowa State Education Association was obtained primarily from the annual reports of the association on file in the office of the Iowa State Education Association, 4025 Tonawanda Drive, Des Moines, Iowa. Additional information was obtained from some publications of the Iowa State Education Association.

The history of the Association revealed some of the

¹Ibid.

²Ibid., pp. 38-39.

operation of the organization in the past. The authorization of the organization of units known as the County Council was approved as a new provision of the constitution of the Iowa State Education Association in 1941. This was a significant event in that local or county associations were soon formed and the Iowa State Education Association became a representative democracy.

In these last years of its first century, the Iowa State Teachers' Association finally became a representative democracy. This goal, long held as an ideal, was made possible of realization by the establishment in 1941 of the principle of proportional representation in the Delegate Assembly on the basis of membership in the State Association from each county. Delegates were to be chosen in each county by a County Council, which in turn was to distribute its choices proportionally among the various component groups of teachers. The adoption of this principle may be rated as one of the most important single actions of the Association in its entire history. This county unit plan proved to have its limitations and some subsequent legislation has been required to improve its workability. In general it may be stated that, like all democratic institutions, this plan is as effective as its members choose to make it.¹

In 1949 the Iowa State Education Association was re-incorporated and further revised. A portion of the revision is stated as follows:

The members of the State Association in each county were constituted a County Education Association which was to be administered by the County Council.²

For purposes of clarification, a brief presentation of

¹Irving H. Hart, Milestones (A History of the Iowa State Teachers' Association 1854-1945 and Iowa State Education Association 1945-1954) (Des Moines, Iowa: The Iowa State Education Association, 1954), p. 22.

²Ibid., p. 24.

the organization of the county associations is necessary. The county associations of the Iowa State Education Association are divided into four levels. The County Education Association consists of all ISEA members in the county. The County Council consists of the elected representatives of all local school groups in the county, the officers of the county association, the county superintendent, the immediate past president, and county delegates to the state delegate assembly. The council serves as the legislative body of the county association. The Executive Committee is the group responsible for the administration of policy and business transactions of the county association. The County Council Committees are the action committees of the association and the action activities are carried out by this branch. In addition to the four levels of organization there are powers within the organization to set up special committees.¹

The annual reports of the Association on file with the ISEA office go back to the year 1945-46. The report for 1945-46 showed, for example, that there were ninety-three regular meetings of the county council held during the school year with an average attendance of thirty-eight persons. Only members of the county council attended, although in at least one instance all teachers in the county were invited to the council meeting. The executive committee held two meetings

¹Iowa State Education Association, Handbook for County Education Associations (Des Moines, Iowa: Iowa State Education Association, 1949), p. 7.

during the year. There were three committees in operation during the year; publicity, program, and nominating committees. Notices of regular meetings were published. Cards were sent to members reminding them of coming meetings. Minutes of meetings were mimeographed and sent out to each member of the county council.¹

Available minutes of the organization indicated the type of business discussed. A speaker from the Iowa Taxpayers Association discussed State Aid to schools. Evidently, organizations were, in general, just as non-committal then as now as revealed by the following statement extracted from the minutes. "The Iowa Taxpayers Association, stated Mr. Long, takes no definite position on any issues."² The same minutes made reference to "an interesting statement" by the same Mr. Long. "In 1946, 82 per cent of the total taxes collected from all sources in the United States went to the Federal Government."³ No explanation was made of the significance of the statement, the author could only guess that the inference was that taxes in general were extreme, particularly that portion collected by the federal government.

¹Polk County Council, Annual Report (1945-46) (Des Moines, Iowa: Polk County Education Association, 1946), p. 2. (Mimeographed.)

²Polk County Council, "Minutes of Meeting" (Des Moines, Iowa: Polk County Education Association, January 20, 1946), p. 1. (Mimeographed.)

³Ibid.

Other business discussed concerned the sending of delegates to the Delegate Assembly of the ISEA, procuring speakers for meetings, and the planning of a dinner meeting.¹

In the years 1945-46 the Association frequently sent copies of the minutes of their meetings to the ISEA with the annual report. The practice was generally abandoned in 1948, although some organizations continue to send copies of minutes to the state office.

Minutes of the meeting in September 1946 show a continued interest in legislation. "In a few opening remarks Mr. Lee stressed the importance of the County Council organization, especially since this is a legislative year."²

In another statement contained in the same minutes Miss Edna Mae Redfield read a resolution by the faculty of Callanan Junior High School:

Resolved that we of the Callanan faculty recommend to the Polk County Council that it request the Iowa State Education Association:

1. To adopt the policy of hiring an experienced, competent, powerful lobbyist who will work for the passage of school legislation which will make the teaching profession attractive to young men and women.

2. That it change its policy of having teachers see their respective senators and representatives, because we feel they are so inexperienced and they often do more harm than good.³

¹Ibid., p. 2.

²Polk County Council, "Minutes of Meeting" (Des Moines, Iowa: Polk County Education Association, September 16, 1946), p. 1. (Mimeographed.)

³Ibid., p. 2.

Perhaps this resolution had some effect for in recent years the ISEA has hired professional lobbyists to influence legislation.

No annual report of the association was available for the year 1946-47. In 1947-48 there were six county educational meetings held during the school year. One meeting was open to all teachers in the county, the remainder being open to members only. The county council met five times with an average attendance of forty-five persons per meeting. One representative from each building in the county was allowed as a voting representative. The executive committee met five times during the year. The lay public was not invited nor did they participate in any meetings. There were six committee meetings during the year, and a special committee was in operation for publicity purposes.¹

In 1948-49 four county council meetings were held during the year. There were two meetings held for all ISEA members in the county. The executive committee of the county council met six times, and one county association meeting was held for the specific purpose of discussing legislation of the State of Iowa. For some unexplained reason the secretary of the association resigned early in the year. Perhaps this early resignation of an officer discouraged the remaining members of the executive board. At any rate the association was not active relative

¹Polk County Council, "Annual Report" (1947-48) (Des Moines, Iowa: Polk County Education Association, 1948), pp. 1-3. (Mimeographed.)

to previous years.¹

There were six county council meetings held during the year 1949-50 for representatives and members of the association. One meeting was held for all ISEA members in the county, the executive committee met three times, and a county association meeting was held on legislation. Attendance figures were given for four of the meetings enabling an average attendance figure to be computed at 42.2 persons per meeting for the reported meetings.²

The 1950-51 association held five county council meetings during the year for representatives and members of the association. There was no meeting held for all ISEA members in the county. The executive committee met once and one county association meeting was held on legislation. The association recorded one of the highest balances on record for the association, eight hundred seventy-four dollars. One might surmise from viewing the annual report of the association that the most outstanding accomplishment of the association for the year was the building of the balance on hand. The State Association has since discouraged the practice of maintaining large surplus balances, the idea being that the money is to be used to further the aims of the association. Attendance figures were not reliable because no differentiation was made between regular meetings

¹Polk County Council, "Annual Report," (1948-49) (Des Moines, Iowa: Polk County Education Association, 1949), p. 1. (Mimeographed.)

²Polk County Council, "Annual Report," (1949-50) (Des Moines, Iowa: Polk County Education Association, 1950), pp. 1-4. (Mimeographed.)

for all ISEA members in the county.¹

The county council held six meetings during the year 1951-52. Three meetings were held to which all ISEA members in the county were invited. The executive committee held four meetings and a county association meeting was held on legislation. The average attendance at regular meetings for the year was 33.5 persons per meeting.²

In 1952-53 the county council held two meetings. There were three county education association meetings held during the year for all ISEA members. The executive committee met six times, and a meeting was held on legislation. The report showed that teacher retirement was the main topic of business for the year. Attendance figures reveal an average attendance at regular monthly meetings of the county council to be ninety-five persons per meeting.³

The county council held four meetings during the year 1953-54. Two meetings were held for the county education association which included all members of the ISEA, and the executive committee met three times. The reports of the meetings for the 1953-54 association indicate a definite desire to

¹Polk County Council, "Annual Report," 1950-51 (Des Moines, Iowa: Polk County Education Association, 1951), pp. 1-3. (Mimeographed.)

²Polk County Council, "Annual Report," 1951-52 (Des Moines, Iowa: Polk County Education Association, 1952). (Mimeographed.)

³Polk County Council, "Annual Report," 1952-53 (Des Moines, Iowa: Polk County Education Association, 1953), pp. 1-2. (Mimeographed.)

have a successful year. A public relations committee was activated, an outside committee was formed with regard to teacher certification, a panel discussion was held on "Professionalizing Teaching," and candidates for the Iowa House and Senate were the program feature at the April meeting of the County Education Association. The completeness of the annual report suggests that the 1953-54 Association was one of the more active associations on record to that date. The average attendance at county council meetings was 52.7 persons per meeting.¹

During the 1954-55 school year, the county council met four times. Two county education association meetings were held for all county ISEA members. The executive committee met three times, and the attendance figures indicate an average attendance of forty-three persons per meeting at regularly scheduled meetings of the county council.²

The 1955-56 annual report indicated there were seven county council meetings held during the year with three of the seven meetings being open to all members of ISEA in the county. The executive committee met four times. The report indicates an active association in that each meeting held included a special program feature of interest to teachers. The average attendance at regular meetings of the county

¹Polk County Council, "Annual Report," 1953-54 (Des Moines, Iowa: Polk County Education Association, 1954), pp. 1-3. (Mimeographed.)

²Polk County Council, "Annual Report," 1954-55 (Des Moines, Iowa: Polk County Education Association, 1955), pp. 1-2. (Mimeographed.)

council was forty-six persons per meeting. Political candidates were invited to the May meeting to "express their views on nine previously studied questions."¹ This particular approach probably forces the ordinarily non-committal political candidate to take a stand one way or another as he would not have the excuse of being unfamiliar with the question, the interpretation by the author being that the candidates received the questions they would be asked well in advance of the meeting.²

In 1956-57 the county council held four meetings during the school year. The county education association met twice, and the executive committee met three times. Business of the organization consisted of setting a budget, making meeting plans for the year, electing delegates to the Association's delegate assembly, discussing legislation, and reviewing the reports of some special committees. The discussion of legislation was the main program of three of the six meetings of the Association.³

There were four meetings of the county council held during the year 1957-58. Two meetings were held for all ISEA

¹Polk County Council, "Annual Report," 1955-56 (Des Moines, Iowa: Polk County Education Association, 1956), p. 2. (Mimeographed.)

²Ibid., pp. 1-2.

³Polk County Council, "Annual Report," 1956-57 (Des Moines, Iowa: Polk County Education Association, 1957), pp. 1-2. (Mimeographed.)

members in the county. There were no reports of attendance nor were there any reports of the business and programs of the meetings. The practice of filing information concerning business at meetings and programs of meetings was discontinued in 1958.¹

The county council held five meetings during the year 1958-59. Included as one of these five meetings was one meeting held for all association members. The annual report for this school year in no way resembled the earlier reports. The Association has continually attempted to condense the annual report and the report for the 1958-59 year consisted mainly of a questionnaire. The questionnaire, which questioned all phases of operation of the organization, was submitted to the local or county association. A varying number of points was allowed each question--depending on the answer. The questions were self-scoring and thus the county was able to obtain an analysis of the quality of their operation for the school year. The ISEA has continued to use this method of evaluating the effectiveness of the local or county associations.²

In 1959-60 the county council held five meetings during the year and one meeting was held for all ISEA members in Polk County. As in the previous year, all information in the annual

¹Polk County Council, "Annual Report," 1957-58 (Des Moines, Iowa: Polk County Education Association, 1958), pp. 1-2. (Mimeographed.)

²Polk County Council, "Annual Report," 1958-59 (Des Moines, Iowa: Polk County Education Association, 1959), pp. 1-5. (Mimeographed.)

report was presented in a questionnaire fashion.¹

There were six meetings of the county council held during the 1960-61 school year. The county education association met six times also. This was possible because all members of the ISEA were invited to attend all meetings of the county council. This was the first time on record that all ISEA members were invited to attend all meetings of the county council, though any member of the ISEA may attend any regular meeting of the county council if that member so desires.²

The Polk County Education Association might want to consider a more adequate recording of the procedures of the association as a complete history of an organization has many valuable functions.

¹Polk County Council, "Annual Report," 1959-60 (Des Moines, Iowa: Polk County Education Association, 1960), pp. 1-6. (Mimeographed.)

²Polk County Council, "Annual Report," 1960-61 (Des Moines, Iowa: Polk County Education Association, 1961), pp. 1-4. (Mimeographed.)

CHAPTER II

THE POLK COUNTY EDUCATION ASSOCIATION AS VIEWED BY TEACHERS IN POLK COUNTY, 1961

Opinions and data obtained in responses to a questionnaire have been tabulated and are presented in this chapter.

I. REPRESENTATION

Number of years experience in the Polk County School System. Those teachers classified as Class I (those with one through five years experience in Polk County) made up the largest percentage of those answering the questionnaire. Of those surveyed, 56 per cent were Class I, 31 per cent were Class II (six through ten years experience) and 13 per cent were Class III (eleven years of experience and over). This would mean that over one half of those surveyed had less than six years experience in Polk County. One of those teachers surveyed had over fifteen years of experience in Polk County.

Number claiming membership in the Polk County Education Association. The survey showed that of the fifty-nine teachers answering this question, 68 per cent claimed membership in the Association. As is shown in Table I there seems to be little relationship between years of experience in the system and membership in the organization.

TABLE I
NUMBER AND PERCENTAGE OF POLK COUNTY TEACHERS CLAIMING
MEMBERSHIP IN THE POLK COUNTY EDUCATION ASSOCIATION,
1960-61

Class	Number Claiming Membership	Per Cent Claiming Membership
Class I . . .	20	61
Class II . . .	14	78
Class III . . .	6	75
All Classes .	40	68

Those with more experience have a higher percentage of membership in the Association. Officially there are three teachers in Polk County who do not belong to the Association. County membership is automatic once a teacher has joined the Iowa State Education Association. Official records of the ISEA for 1961 show that of the 625 teachers in Polk County, only three did not join the Iowa State Education Association for the school year 1960-61. This indicates there may be many teachers who are not aware that they are members nor do they know what constitutes membership.

Percentage indicating they had been asked to join the Polk County Education Association. Of the thirty-three teachers in Class I, 55 per cent had never been asked to join the Polk County Education Association. Although teachers may automatically become members of the county or local association by maintaining membership in the ISEA, the ISEA

encourages the promotion of the county or local association by members of the organization at all times. County or local associations maintain standing committees, one of which is the membership committee.¹ Table II shows the per cent of teachers indicating they had been requested to join the Association.

TABLE II

NUMBER AND PERCENTAGE OF TEACHERS IN POLK COUNTY WHO HAD BEEN ASKED TO JOIN THE POLK COUNTY EDUCATION ASSOCIATION, 1960-61

Class	Number Claiming Request	Per Cent Claiming Request
Class I . . .	14	43
Class II . . .	6	34
Class III . . .	4	50
All classes .	24	41

Thus over one half of those surveyed (51 per cent) have never been asked to join the Association. Five teachers failed to answer the question.

Percentage aware of who their building representative was for the Association. Teachers in Class I were the best informed in this regard. There was a high percentage of teachers in the Class II bracket who did not know who their

¹Iowa State Education Association, op. cit., p. 11.

building representative was. Table III shows the relative differences among the groups questioned in this area.

TABLE III
NUMBER AND PERCENTAGE OF POLK COUNTY TEACHERS WHO KNEW
WHO THEIR BUILDING REPRESENTATIVE WAS
FOR 1960-61

Class	Number Claiming Knowledge	Per Cent Claiming Knowledge
Class I . . .	26	79
Class II . . .	8	44
Class III . . .	6	75
All classes .	40	67

Percentage indicating they had been asked by a building representative to join the Polk County Education Association. A high percentage of teachers have never been contacted by a building representative for membership in the Association. The handbook for building representatives published by the National Education Association stated that one of the duties of the building representative will be "to stimulate active participation in professional association work among his fellow faculty members."¹ There were 68 per cent of the teachers who said they had never been asked by a

¹National Education Association, Handbook for Building Representatives (Washington: National Education Association, 1959), p. 11.

building representative to join the Association. Table IV shows the percentage asked in classes of teachers.

TABLE IV
NUMBER AND PERCENTAGE OF POLK COUNTY TEACHERS ASKED BY A
BUILDING REPRESENTATIVE TO JOIN THE POLK COUNTY
EDUCATION ASSOCIATION, 1960-61

Classes	Number Asked to Join	Per Cent Asked to Join
Class I	11	33
Class II	4	22
Class III	3	38
All classes* . .	18	30

*Two failed to answer the question.

Teacher opinion as to information received regarding activities, services, achievements, and developments of the Association. As shown in Table V, approximately 50 per cent of those surveyed felt they were adequately informed regarding activities, services, achievements, and developments of the Association. There were 42 per cent of the teachers who did not feel adequately informed regarding activities. Adequate information regarding services was not satisfactory to 49 per cent. Information regarding achievements was not available to 48 per cent. There were 46 per cent who were not informed regarding developments of the Association.

Some teachers said their principal kept them informed.

One teacher said that he had attended meetings of the Association but felt that the meetings were run by and for the officers, and that little was gained by a teacher being in attendance. Others complained that they were not informed in any of the areas listed and that more publicity was needed. A few said they knew very little about the services, activities, achievements, or developments of the Association.

TABLE V

DISTRIBUTION OF INFORMATION REGARDING ACTIVITIES, SERVICES,
ACHIEVEMENTS, AND DEVELOPMENTS OF THE POLK COUNTY
EDUCATION ASSOCIATION, 1960-61

Classes	Number Informed	Per Cent Informed
Activities* . . .	32	54
Services*	26	44
Achievements* . .	27	46
Developments* . .	28	48

*Two did not answer concerning activities, four did not answer concerning services, achievements, or developments.

Representation regarding interests, needs, and wishes at meetings of the Association. Of those surveyed, 54 per cent said representation was adequate. There were 30 per cent who said representation was inadequate and 15 per cent failed to answer the question. Approximately 30 per cent of each class said that representation was inadequate and approximately 13 per cent in each class failed to answer.

Teacher encouragement to participate in the work of the Association. There was a high percentage of those surveyed failing to answer this question. Of those surveyed, 37 per cent had been encouraged to participate, while 44 per cent failed to answer the question. Only 17 per cent said they had not been encouraged. Four teachers said they had been encouraged to participate in the work of the Association but they did not have time to do so. A vocal music teacher said that the only time he had been encouraged to participate in the work of the Association was to attend a meeting about the Iowa Public Employees Retirement System.

Efficiency of communication between the Polk County Education Association and the teachers of Polk County. Of those surveyed, 42 per cent believed that communication was adequate, 51 per cent believed that communication was not satisfactory, and four failed to respond. Teachers in all classes of experience indicated a high percentage of dissatisfaction with the present efficiency of communication. Table VI shows how teachers in each class of experience view communication.

Few teachers made additional comments regarding communication. One teacher said that the communication was bad because teachers did not meet enough on the individual school basis to be thoroughly informed. Another teacher said that more teachers should come to the meetings to help spread news of the association. Communication was described as "just fair" by one teacher.

TABLE VI
 COMMUNICATION BETWEEN THE POLK COUNTY EDUCATION
 ASSOCIATION AND THE TEACHERS OF
 POLK COUNTY, 1960-61

Classes	Per Cent Satisfied with Communication	Number Satisfied with Communication
Class I . . .	42	14
Class II . . .	44	8
Class III . . .	37	3
All classes*.	42	25

*Four teachers failed to answer the question.

Regularity of building meetings to discuss business of the Association. Only 19 per cent in all classes reported having a regularly scheduled meeting in their building to discuss business of the Association. This would indicate that over 75 per cent of the members in the Association are not attending, and do not have opportunity to attend, regularly scheduled local meetings. Three did not answer the question.

There was one teacher's comment indicating a regular monthly meeting was held in their building. Two teachers said the building representatives were the only ones that seemed to know of the meetings, and that the building representatives gave reports at teachers' meetings when they had such meetings.

Teacher opinion concerning allotment of time at local meetings to discuss business of the Association. There were 22 per cent of the teachers surveyed who said that enough time was available at their meetings to discuss business of the Association. There were 42 per cent who said that there was not enough time given to business of the Association. There were 36 per cent of those surveyed who failed to answer the question.

Several teachers commented that there never were such meetings. Two said that there was never much discussion. One said he felt it was doubtful if enough time was allotted to discuss business of the Association.

Additional comments regarding representation. There were three additional comments regarding representation. One teacher said that school meetings were generally short and discussion was usually only concerned with the business at hand. Another teacher said that as a teacher in a small school all he did last year was attend the dinner meetings. A third teacher said that he discussed such information that would pertain to his particular set-up.

Building representatives' opinion regarding orientation as to their responsibilities as a building representative. Teachers surveyed were asked to reply to this particular question only if they had ever been a building representative.

There were thirteen teachers who indicated they had been a building representative. Of those thirteen, 23 per cent said they had been properly orientated to their job. A large majority, 77 per cent, did not think there had been adequate orientation to the job.

Four of the teachers who had served as building representatives made additional comment. One said that he was told nothing--just received word of meeting dates through the mail. Another said that he was just told to go. Perhaps the most interesting comment was the one to abolish the Association and inaugurate a system of some other kind. Finally, one teacher said they had a book from NEA on duties, that their building representative was not the same person who attended the county association meetings, and that they had another representative who attended regularly. The individual further stated that little had been done to encourage people who are not representatives to attend, and that they had attended once "a couple of years ago" when the candidates for the Iowa House of Representatives and the Iowa Senate presented political views.

II. MEETINGS

Time of day preferred for monthly meetings of the Association. The feelings of members of when to hold meetings is consistent only in that there is so much variation

in opinion. While more prefer afternoon meetings than either evening or dinner meetings, as shown in Table VII, most teachers preferred to have a combination of the three, alternating the times from month to month. Of the fifty-nine teachers reporting, 34 per cent chose a combination of the three types of meetings, while 27 per cent indicated a preference for the afternoon meeting.

TABLE VII

TIME OF DAY MONTHLY MEETINGS OF THE ASSOCIATION
ARE PREFERRED BY TEACHERS OF POLK COUNTY,
1960-61

Time of Day	Number Favoring Time	Per Cent Favoring Time
Evening	8	14
Afternoon	16	27
Dinner	8	14
Combination of the three*	20	34

*Seven teachers did not answer the question.

Willingness to share one half of the cost of dinner meetings. There were 58 per cent of the teachers in favor of sharing one half of the cost of dinner meetings in order to have more dinner meetings. Unwillingness to share one half the cost was indicated by 30 per cent of the teachers.

Willingness to pay the entire cost of a dinner meeting provided the total cost was never to exceed an established amount. A higher percentage of those surveyed indicated a willingness to pay the entire amount than had indicated a willingness to share one half the cost. Nearly 61 per cent of the teachers indicated they were willing to pay the entire amount, 32 per cent of the teachers were not in favor of the idea, and four did not answer the question.

Those willing to pay the entire cost of a dinner meeting were requested to state the maximum amount they would be willing to pay in the event such a meeting was held. The most popular maximum amount was \$1.50. Two teachers stated that \$1.00 would be the maximum amount, thirteen teachers stated \$1.50 as the maximum amount, nine indicated a willingness to spend a maximum of \$2.00, and two teachers stated an amount in excess of a \$2.00 maximum. In the past, the Association has paid 50 per cent of the cost of dinner meetings, the other 50 per cent being paid by the members at the door.

Need for more meetings of the Association throughout the year. Of those surveyed, 28 per cent indicated a desire to have more meetings for all teachers. There were 51 per cent of the teachers who did not want more meetings, and twelve teachers did not answer the question.

Those in favor of more meetings per year were asked to express why they thought more meetings were needed. The most

popular reason given was to gain more information in areas of common concern. Teachers indicated a desire to become better acquainted with pertinent school problems, legislation, and each other. Some said they might be interested in more meetings depending on the goals and programs offered. One teacher said that another meeting was needed to better organize the association. Another teacher said more meetings were needed because information from building representatives was never received.

Satisfaction with the present method used to conduct regular monthly meetings of the Association. There was a high percentage of members in all classes failing to answer this question. There were 37 per cent of the teachers who said they were satisfied with the conduct of the meetings. A small group, 10 per cent, said they were not satisfied. A majority of opinion was not available because 53 per cent did not answer the question.

Reasons given for satisfaction or dissatisfaction with the present method used to conduct regular monthly meetings of the Association. Many of the teachers said the meetings were satisfactory because they were short, to the point, moved along rapidly, time was efficiently utilized, and the meetings were clear cut. Several teachers indicated satisfaction although they admitted they had rarely attended any meetings, nor were they familiar with the method used to conduct monthly meetings.

The majority of the teachers answering felt compelled to express crass ignorance with regard to the conduct of meetings.

Utilization of time in the conduct of monthly meetings.

Over two-thirds of those surveyed did not bother to answer the question. There were 28 per cent who thought time was efficiently utilized, 2 per cent indicated they were not satisfied with the conduct of monthly meetings, and 70 per cent failed to respond.

In commenting on the efficient utilization of time, most of those commenting said they simply did not know anything about the meetings. One teacher said he did not know but had heard comments to the effect that a lot of time was wasted.

Suggestions for improving the method of conducting meetings of the Association. There were few suggestions made for improving the method of conducting meetings. One teacher stated that he took an extremely dim view of expending teachers' energies attending meetings. A few said they were not well enough acquainted with the organization to comment. One teacher said that no one from the Polk County Office of Education should be allowed to say anything. Some felt that closer coordination and more information to members would help. The suggestion was made to have more meetings with better attendance. Two teachers felt that more publicity would help improve the Association. One teacher stated that more teachers should be called on to give their opinions and comments.

III. ATTENDANCE

Advance information received by teachers as to the time and place of monthly meetings of the Association. Almost half the teachers said they were not informed in advance as to the time and place of monthly meetings of the Association. There were 44 per cent who were informed. A larger majority, 49 per cent, were not informed in advance, and 7 per cent did not answer the question.

Attendance at monthly meetings of the Association. The majority of teachers did not attend any of the meetings of the Association during the school year 1960-61. There were 61 per cent of the teachers who did not attend any of the meetings, 12 per cent attended only one meeting, 14 per cent were able to attend two meetings, and 9 per cent found time to attend three or more meetings of the Association as shown in Table VIII.

TABLE VIII

ATTENDANCE BY POLK COUNTY TEACHERS AT MONTHLY MEETINGS
OF THE POLK COUNTY EDUCATION ASSOCIATION,
1960-61

Class	<u>Per Cent Attending:</u>			
	0 Meetings	1 Meeting	2 Meetings	3 Meetings or More
Class I	70	9	6	9
Class II	44	11	33	6
Class III	63	25	0	13
All Classes*	61	12	14	9

*Three teachers did not answer the question.

Reasons given for not attending monthly meetings of the Association. The following reasons were given for not attending monthly meetings of the Association. "Not knowing about meetings." "Lack of publicity as to the business to be conducted--seems to be something secretive between the active members." "My time is pretty well tied up--teacher--coach--and other duties." "Perhaps time--and I was of the opinion each school sent representatives--but not all teachers attended." "We knew of no meetings except at Johnston and Ankeny in 1960-61." "We were never informed of the meetings." "Not knowing the purpose and function of the Association." "PTA meeting required Monday evenings." "Outside activities which took up after school hours, concession stands at games--plays, etc.--no car of my own." "Not knowing about meetings." "Not informed as to the purpose and function of the organization." "I had a conflict on last year's general meeting. Not informed of meetings." "I feel non-representatives are not encouraged to attend." "Not informed." "I didn't know about them or was too busy." "Indifference, apathy, lethargy." "Not informed as to time or purpose of meetings." "Usually did not know when or where they were." "Not informed of them." "I thought they were just for delegates." "Not a member." "I do not know about the Association." "Insufficient information and apparent little offered." "Not really interested or informed about them." "Knew nothing about them." "I need my energy and enthusiasm for teaching, not talking about it."

"Classes at Drake." "Reasons beyond my control." "I have intramural sports after school." "School work to do." "Was not a representative--attended one for all teachers." "Too many activities." "Pressure of time." "Since I have a family and husband I find it difficult to attend extra meetings." "Not knowing of conflicts with other activities." "Have had other plans or have needed to spend the evening working on some school plans." "I use this time for preparing lessons for the following day or day's work." "I was not a building representative." "Business does not concern a professional musician." "No available time--meetings conflict with other activities." "I think I don't have the time." Nine teachers did not answer the question.

Percentage of teachers who ask others to attend meetings of the Association with them. The majority of the teachers did not answer the question. There were 25 per cent of the teachers that did ask others to attend with them, and 66 per cent of the teachers failed to answer.

One teacher said that she was too tired as there are so many meetings which they are required to attend. Another teacher expressed a similar reason in stating that there is so little time to relax. One teacher said he requested others to accompany him but was always given an alibi. One teacher said she asked others to attend with her whenever she attended. One stated that he never attended, so of course he did not ask

others and stated further that the author had never asked him either.

Satisfaction with the present method of holding each monthly meeting of the Association at a different school throughout the county. The majority of the teachers are satisfied with the present method of holding each monthly meeting at a different school. There were 68 per cent who were satisfied with the present method, 3 per cent were dissatisfied, and 28 per cent ignored the question.

Three teachers said they were not aware of the present method of setting up meetings. One teacher said a good central location would be more accessible. Another teacher said it really did not make any particular difference to him how or where the meetings were held. Two teachers said that the present method was convenient and that everyone does an equal amount of traveling under the present system. Most of the teachers surveyed did not comment.

Reaction to proposed change in the method of holding monthly meetings in the same building for one year and change buildings from year to year. There were only 17 per cent of those surveyed in favor of changing the method from holding the meeting in a different building each month for one year and change buildings from year to year. The fact that 63 per cent opposed a suggested change further indicates the satisfaction with the present system. The 63 per cent is not a large majority but when coupled with the 21 per cent who did not care

enough about a change to answer the question, there would be 84 per cent either not desiring a change or not caring enough to make any difference.

Early release to attend afternoon meetings of the Association. Most of the teachers were not released early to attend meetings of the Association. Only 10 per cent were released early, 53 per cent were not released early, and 34 per cent did not answer. Not knowing about afternoon meetings was mentioned as a factor in early release. Some teachers said they thought they would be released if they were going to such a meeting, others said they had never made such a request. A few teachers indicated they felt only the building representatives would be or were released early.

Suggestions for improving attendance at monthly meetings of the Association. There were more comments by teachers on this particular question than on any other question on attendance. There were 51 per cent of those surveyed who felt moved to consider the question to the point of additional comment. Some of the teachers said the Association should try to secure outstanding speakers for the meetings. Quite a few said the Association needs more publicity concerning meetings, in fact this was the area of greatest comment and criticism. School administrators were criticized for taking part in the work of the Association to the point that one individual said all administrative people should be excluded from the meetings

and that what was needed was an organization for teachers only. A few were critical of the lack of programs for special teachers. Some suggestion was made regarding the securing of more outstanding programs and conducting well-organized business meetings. Lack of adequate representation was mentioned as an area of needed improvement. At least one teacher felt that administrators should be more cooperative, and one asked that administrators lend more of their support to the organization. Nearly 33 per cent of the suggestions made concerned keeping the teachers better informed regarding the time, place, and/or agenda of the meetings of the Association.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY AND CONCLUSIONS

The purpose of this project was to (1) determine the present status of the Polk County Unit of the Iowa State Education Association by examining the successfulness of the building representatives in regard to their duties, (2) determine if the method of conducting regular monthly meetings of the Association are satisfactory to the members of the Association, (3) examine in detail the attendance of the members at monthly meetings of the Association, and (4) make recommendations for improving the effectiveness of the Polk County Unit of the ISEA.

The Polk County Unit of the Iowa State Education Association is a local education association with a membership of 625 teachers and administrators in Polk County excluding those teachers employed in the Des Moines Public School System.

Data regarding representation, meetings, and attendance were obtained by sending questionnaires to five teachers in each school district in Polk County under the jurisdiction of the Polk County Office of Education. In case there were fewer than five members in the school district, all members in the school district were sampled.

The findings of this study in the area concerning representation:

1. The number of years of experience in the Polk County School System ranged from one through seventeen years. The majority (56 per cent) had from one through five years experience in the system.
2. There were 68 per cent of those surveyed claiming membership in the County Association.
3. Less than 50 per cent of the teachers had ever been asked to join the County Association. Confusion as to what constitutes membership seems to exist.
4. Teachers in Classes I and III were the best informed regarding knowledge of who their building representative was. An average of two-thirds were well informed in this area.
5. A high percentage of teachers has never been contacted by a building representative for membership in the Association. There were only 30 per cent of the teachers who said they had been asked by a building representative to join the Association.
6. Of those surveyed, 54 per cent said representation was adequate.
7. A large percentage of those surveyed (44 per cent) failed to answer.
8. Only 42 per cent felt communication was adequate between the Association and the teachers.

9. Most members do not have opportunity to attend regular meetings of the Association in their building.
10. There were only 22 per cent of the teachers surveyed who felt adequate time was allotted at their meetings for discussion of Association business.
11. There were thirteen teachers replying to a segment of the survey involving opinion of past building representatives. There were four of these who felt they had proper orientation to their job as a building representative. If this would hold true throughout the county, 77 per cent of the past building representatives feel inadequate orientation to their job as a building representative was offered.

The findings of this study in the area concerning meetings:

1. Most teachers prefer to have a combination of afternoon, evening, and dineer meetings. The most single popular time for meetings was the afternoon meeting but no large majority preferred any one time.
2. There were 58 per cent of all those surveyed indicating a willingness to share one-half the cost of a dinner meeting in order to have more dinner meetings.
3. There were 61 per cent indicating a willingness to pay the entire cost of a dinner meeting provided the cost did not exceed an established amount. The most

popular maximum amount was \$1.50.

4. There were 28 per cent of the teachers who felt there should be more meetings of the Association throughout the year. Over one-half said they did not want such meetings.
5. A majority indicated neither satisfaction nor dissatisfaction with the conduct of monthly meetings.
6. The comments regarding the conduct of meetings were satisfactory but many added they felt they were not qualified to express an opinion.
7. Over two-thirds of those surveyed did not answer regarding the utilization of time in the conduct of monthly meetings.
8. There were few suggestions offered for improving the meetings. Some extremely negative responses were illicit.

The findings of this study in the area of attendance.

1. Almost one-half of the teachers said they were not informed in advance as to the time and place of monthly meetings.
2. The majority of the teachers did not attend any of the meetings of the Association during the school year 1961-62.
3. The most frequent excuse given for not attending Association meetings was lack of knowledge concerning time, place, and date of meetings.

4. The majority of the teachers did not indicate whether they asked others to go with them to Association meetings or not.
5. The majority of teachers are satisfied with the present method of holding each monthly meeting at a different school.
6. There were less than one-fifth of the teachers in favor of the proposed change in the location of meetings.
7. Most teachers were not released early to attend afternoon meetings of the Association.
8. There were many suggestions for improving attendance. The most frequent comment was in regard to better publicity for the meetings.

II. RECOMMENDATIONS

Based upon the review of the literature, the responses of the teachers to the questionnaire, and the conclusions from those responses, the following recommendations are made:

1. That the complete organizational structure and method of operation of the Association be examined and improvements or revisions made if desirable.
2. That the entire area of representation be strengthened by initiating a strong program of orientation for building representatives.
3. That no change of any kind be made regarding any facet of the meetings of the Association with two

exceptions: that a committee study briefly the satisfaction of the members with (1) the utilization of time, and (2) the method of conduct of monthly meetings.

4. That the executive council implement a better communications system between the association and the teachers to improve attendance. (This concludes that this will be done after Item 1 of recommendations has been accomplished.)
5. That a follow-up program be devised for evaluating the success of any recommendations that are implemented.

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APPENDIX

APPENDIX

1308 62nd St.
Des Moines 11, Iowa
11 August 1961

Dear Instructor:

In partial fulfillment of the requirements for the Master of Science Degree in Education at Drake University I am conducting a survey of the teachers in Polk County.

Since the success of the survey depends upon your cooperation, will you kindly fill out the enclosed questionnaire and return it to me as soon as possible. A stamped self-addressed envelope is enclosed for your convenience.

I wish to thank you in advance for the time you give to answering the questionnaire, and to thank you for the time you are giving your professional association.

Sincerely yours,

James F. Stone
Vice-President
Polk County Education Association

QUESTIONNAIRE

Representation

1. How many years have you been employed in the Polk County School System?

Years _____

2. Are you a member of the Polk County Education Association?

Yes _____

No _____

3. Have you ever been asked to join the Polk County Education Association?

Yes _____

No _____

4. Do you know who your Building Representative is for the Polk County Education Association?

Yes _____

No _____

5. Has a building representative asked you to join the Polk County Education Association?

Yes _____

No _____

6. Do you believe you have been kept informed as to the following items in regard to the Polk County Education Association.

Activities

Yes _____

No _____

Services

Yes _____

No _____

Achievements

Yes _____

No _____

Developments

Yes _____

No _____

Comment: _____

7. Do you believe you have adequate representation regarding your interests, needs, and wishes at meetings of the Polk County Education Association?

Yes _____

No _____

8. Have you been encouraged to participate in the work of the Polk County Education Association?

Yes _____

No _____

Comment _____

9. Do you believe communication between the Polk County Education Association and you has been satisfactory, that is, are you "getting the word" about what's going on in the Polk County Education Association?

Yes _____

No _____

Comment _____

10. Do you have regular meetings in your building to discuss business of the Polk County Education Association?

Yes _____

No _____

Comment _____

11. Do you think that you give enough time at your meetings to business of the Polk County Education Association?

Yes _____

No _____

Comment _____

12. Additional comments _____

Meetings

13. Do you prefer: (Check one)

Evening Meetings _____

Afternoon " _____

Dinner " _____

A combination of the preceding three such as we now
have _____

14. Are you willing to share one half of the cost in order
to have more dinner meetings? (The Polk County Education
Association pays the other one half.)

Yes _____

No _____

15. Would you be willing to pay the entire cost of a dinner
meeting provided the total cost was never to exceed an
established amount?

Yes _____

No _____

If Yes, what would be the maximum you would be willing
to pay? \$ _____

16. Do you think the Polk County Education Association
should have more meetings for all teachers throughout
the year?

Yes _____

No _____

If Yes, what kind or for what purpose? _____

17. Are you satisfied with the method used to conduct regular
monthly meetings of the Association?

Yes _____

No _____

18. What reasons would you give for your answer to question number 17 above?

19. Do you believe the time is efficiently utilized in the conduct of the monthly meetings?

Yes _____

No _____

Comment _____

20. Do you have any suggestions for improving the method of conducting meetings of the Polk County Education Association?

Attendance

21. Are you informed in advance as to the time and place of monthly meetings of the Polk County Education Association?

Yes _____

No _____

Comment _____

22. How many meetings of the Polk County Education Association did you attend last year?

Meetings _____

23. If you seldom or never attend, what would you give as your reason for non-attendance.

24. If you attend meetings of the Polk County Education Association, do you ask others to attend with you?

Yes _____

No _____

Comment _____

25. Do you believe the present method of holding each monthly meeting at a different school throughout the county is satisfactory?

Yes _____

No _____

Comment _____

26. Would you rather the monthly meeting be held in the same building for one year and change buildings from year to year?

Yes _____

No _____

27. Are you released from school before you ordinarily would leave to attend afternoon meetings of the Polk County Education Association?

Yes _____

No _____

Comment _____

28. What would be your suggestions for improving the attendance at monthly meetings of the Polk County Education Association?

Building Representative Orientation

29. IF YOU HAVE EVER BEEN A BUILDING REPRESENTATIVE did you feel you were properly orientated as to your responsibilities as a building representative? (ANSWER ONLY IF YOU HAVE EVER BEEN A BUILDING REPRESENTATIVE)

Yes _____

No _____

Comment _____

